

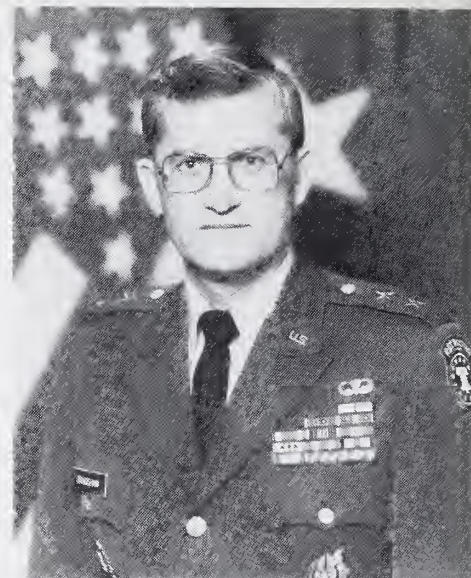
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recruiter
JOURNAL
The Army's recruiting professional magazine since 1919
September 1984



Training

Commander's Notes



One of the articles in this month's *recruiter JOURNAL* points out that every recruiter comes to the Command with the personal qualities needed to become a successful sales representative and that recruiters are all selling the same product — the Army. Then what accounts for the difference in success among recruiters?

Training is part of the answer — training of the whole person, including reinforcement and sustainment training, academic and self-actualization training, and skill qualification and physical training. That means training of all kinds and at every level in support of our mission.

In this issue of the *recruiter JOURNAL*, training is featured from philosophical, structural,

and practical points of view. The lead article discusses the philosophy and structure of training for USAREC in the 80s. It points out that recruiting is the Command's "wartime" mission. Continual training is as necessary for recruiter success today as it was for success to fighting units during World War II.

Training requires that individual recruiters accept personal responsibility for their own development. At this level, the importance of self-evaluation, prospecting, and preparing for the Skills Qualification Test are featured in separate articles.

At the next level, the key role of station commanders in the professional development and training of new recruiters is discussed. Knowledge of USAREC regulations is important at this level, along with face-to-face contact and basic recruiting management.

At the company level, one Recruiting Company has developed some innovative techniques for training. These involve role-playing, experience sharing and open communication.

Training at the Recruiting and Retention School is also discussed in an article that describes

the functions of the schoolhouse and USAREC's role there.

Emphasis on training in support of the mission is needed at every level of the Command. At USAREC headquarters, this emphasis is directed by the Recruiting Operations Directorate. To better serve the recruiting force, the experts in RO will write a monthly column called "Training Tips."

The first "Training Tips" column appears on page 29. It contains suggestions about time management, the prospect data card, and the DEP log.

Training is not the only answer to good recruiting, but it can make a difference. Training can improve your success and satisfaction on the job, and it begins with you!

A handwritten signature in blue ink, reading "J. O. Bradshaw".

J. O. BRADSHAW
Major General, USA
Commanding

'1984 — the Army Family'



Maj. Gen. J. O. Bradshaw
CG, US Army Recruiting Command

Maj. John F. Cullen
Chief, Public Affairs, USAREC

Jack R. Muhlenbeck
Deputy, Public Affairs

Master Sgt. Derek Scammell
NCOIC, Public Affairs

Sgt. 1st Class Dennis Kramp
Editor

Sgt. 1st Class Jerry Simons
Carol Massar
Assistant Editors

Len Trzeciak
Art Director

Contributors: Sgt. 1st Class Bob Ross, Spec.
5s Roger Langer and Dan Hardoby, and Peggy
Flanigan, Elizabeth Gerber and Jean Darlan.

CORRESPONDENTS

Marlana Fox	1st Rctg Bde (NE)
Jill Snell	2d Rctg Bde (SE)
Sherry Edwards McHone	4th Rctg Bde (MW)
Julie Lehnis	5th Rctg Bde (SW)
Dan Tovar	6th Rctg Bde (W)

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FEATURES

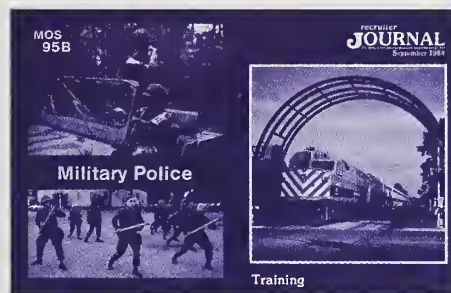
A historical look at training	6
The answer to good recruiting	8
Key to basic skills	10
Take a good look	12
The schoolhouse	14
No smoke-filled rooms	15
Nothing up my sleeve	16
SQT provides opportunity	18
Army soccer classic	24
MOS 95B: Military Police	30

DEPARTMENTS

USAREC Today	4
Field File	20
Rings 'N Things	27
Diagnostic Test	28
Training Tips	29

ABOUT THE COVER:

Training as a vehicle for getting from one place to another rapidly and dependably is depicted on this month's cover. It was photographed in Highland Park, Ill. by USAREC PAO's Spec. 5 Dan Hardoby. Our back cover shows Military Police using their special skills and training in reconnaissance and civil defense. (U.S. Army photos, Fort McClellan, Ala.)





Army Family Week November 18-24

November 18 - 24, designated National Family Week by a Joint Resolution of Congress, will also be celebrated as Army Family Week.

Commanders at every level within USAREC are encouraged to observe Army Family Week in ways that will recognize and benefit family members.

To help with planning, a few suggestions are offered below for station, company, battalion and brigade activities to celebrate Army Family Week.

- Conduct a "family reunion" in conjunction with Army Family Week. Active duty people, retirees, reservists, Army civilians and their families could be invited to an open house at the station, company, battalion or brigade.

- Have a family fitness week. Physical fitness experts could be invited to talk about and demonstrate exercises for the entire family, from children to senior citizens. Experts on nutrition, stress management, sports and weight control could also present seminars or classes.

- Incorporate alcohol and drug prevention activities into family week planning. Coordinate with local alcohol and drug control officers for help and planning.

- Coordinate with community services, community life center, or local tourist agencies to publicize "things to do" as families in the community. Plan family trips or theatre parties.

- Have a carnival for children. Enlist the aid of various clubs, organizations and units to have booths and demonstrations.



- Conduct family seminars to provide action plans for addressing issues such as sponsorship and orientation; health care, the role of the health benefits advisor (HBA) and the new direct care claims procedure; the Army community services volunteer programs, and other issues of concern to Army families.

- Have a luncheon or potluck supper to honor contributions to the Army of the guard, reserves and families of retirees.

- Parent effectiveness training courses can also be conducted sometime during family week, as well as mother-daughter or father-son outings.

- Highlight Army Family Week and contributions of Army families with a publicity campaign at the local level. Posters and flyers are effective.

- Have a benefits day during family week, emphasizing services and benefits available to Army family members, and, conversely, the ways in which Army family members benefit the Army.

- Initiate single-parent family seminars or workshops.

The Army and Army families are "partners in progress." Army Family Week is a good opportunity to demonstrate the many ways in which the Army and families support and benefit each other.

Coming attractions for the family

- The Soldier Physical Fitness School, Fort Benjamin Harrison, Ind., has sent to press a new "Family Fitness Handbook." It stresses family participation in all aspects of fitness, including sports activities, nutrition, stress management and weight control.

- A new direct care claims procedure for health benefits will be implemented in October. It provides a form (USAREC Form 820) similar to civilian insurance claim forms and should remove the soldier from the actual billing process. The new procedure also tracks the process-

ing of direct care claims, and ensures that soldiers obtain proper authorization to receive health care services.

- During fiscal year 85, the USAREC Family Action Plan will be used to help resolve some of the problems and frustrations of USAREC soldiers and their families. Developed from the Family Action Plan published by the Chief of Staff of the Army, the USAREC Family Plan deals with issues that are directly related to USAREC families.

New PT test

The new four-event Army Physical Readiness Test, implemented in July, includes pull-up, sit-up, push-up and two-mile run for males, and flexed-arm hang, push-up, sit-up and two-mile run for females. These events test all the major muscle groups and will be the only tasks required to complete the APRT.

A 10- to 20-minute break will be provided between each event for proper recovery/warm-up. Also, the commander will administer a diagnostic test every two months to practice for the APRT.

Soldiers will be allowed a minimum of four hours' training time to take the test. It will not be administered in hot weather if the Wet Bulb (WBGTI) is equal to or greater than 83 degrees, or in cold weather when the temperature is equal to or below 20 degrees wind chill.

The test evaluates all soldiers of every age group from entry to separation.



Army Vice Chief of Staff, Lt. Gen. Maxwell D. Thurman, presents the first Recruiter of Excellence Award to Staff Sgt. Rodney D. Lowell, assigned to the Battle Creek, Mich. Recruiting Station, Lansing Battalion.

During June and July, Lowell recruited 11 male high school seniors or graduates who scored in the upper 50 percentile of the Armed Forces entrance examination. The Pentagon-level award made Lowell the first member of the Chief of Staff's Recruiters of Excellence Association.

Lowell entered the Army in 1974, and was trained as a personnel administration specialist and a remote sensor specialist. He was selected for recruiting duty in 1983.

news clips . . .

A reminder

In a personal message to soldiers delivered with their August leave and earnings statement, the Army Chief of Staff urged soldiers to exercise their right to vote. The message, said, in part:

"The right to vote is one of our most cherished civil liberties. On November 6 we and our families, by exercising this right, will help elect the next president of the United States. We will also help elect over 500,000 public officials at the federal, state and local levels."

Voting is your opportunity to express your opinions on the issues and the candidates in a meaningful way. Don't forget to vote.

USAR history

The first book to chronicle the history of the Army Reserve is now available. Entitled "Twice the citizen: a history of the U.S. Army Reserve, 1908-1983," the book is co-authored by Army reservists Lt. Col. Richard B. Crossland and Maj. James T. Currie, both of whom hold degrees in history. Currie works as an associate historian with the U.S. House of Representatives and Crossland serves on active duty with the U.S. Army Training and Doctrine Command.

Topics of the book include the American militia tradition; the reserve's early years and post-war reorganization; its service during World War II, the Korean Conflict, the Berlin call-up and Vietnam; as well as current missions. It will be distributed through normal Army publications channels.

Culinary olympics

Army cooks from Fort Lee, Va., will be the first military team of any nation to compete in the International Culinary Art Exhibition, Oct. 12-18, in Frankfurt, West Germany.

Considered the "Olympics" of the culinary world, the event is organized and sponsored by the German Chefs Association and has been held periodically since its organization in 1900.

All food entries are judged by a point system and judging standards similar to those used in the Olympic athletic games.

A historical look

*By Maj. Eugene Heintz
Headquarters, USAREC
Recruiting Operations-Training*

There is a great deal to learn about the conduct of training from a historical perspective. For example, during World War II, the best amphibious assault division of the Army was the 1st Infantry Division. A review of that division's unit history takes the reader from an assault on the African continent, the Sicily invasion, on through the Normandy campaign, to the conclusion of the war.

Buried a bit deeper in the official history is the fact that when not active on the line and in contact with the enemy, the 1st Infantry Division constantly trained. Simply stated, the unit continued to train while engaged in an active wartime mission.

This message should be clear to all professional soldiers: training must be constant. How does that message apply to the soldiers in USAREC 40 years after World War II? It is as true today as it was 40 years ago.

This message should be clear to all professional soldiers: training must be constant. How does that message apply to the soldiers in USAREC 40 years after World War II? It is as true today as it was 40 years ago.

Wartime mission

USAREC, while heavily engaged in our "wartime" mission of providing strength, must ensure that training is actively accomplished in support of the mission.

With that in mind, let's examine the latest philosophy and structure of training for USAREC in the '80s.

All too often, a thought is established throughout the command that we are much too busy to train. The mission must come first. While that's true--the mission always comes first--it is an extremely nearsighted point of view.

Over a period of months, a good battalion without a constant training program will fail. The battalion will fail, not because the soldiers are not motivated, but because they don't know how to do their work in an efficient, time-sensitive fashion.

Training philosophy

Therefore, the training philosophy of the command must first erase the thoughts of "no time," and second, make training at all levels an ongoing activity conducted in different ways but conducted as a part of the normal course of events.

To do that, the concept of reactive training must be replaced by sustainment and reinforcement training. That new concept begins with USAREC's formal schools.

A major revision has occurred in recruiter training schools. The schools consist of initial entry training (the Army recruiter and recruiting officers' orientation courses) and positive prerequisite training (the station commander, guidance counselor, recruiter training NCO and Army nurse courses).

Survival skills

Initial entry training is targeted to provide those "survival skills" necessary to make a successful transition from a non-recruiting environment into USAREC.

This is best demonstrated by the expansion of the ARC from five to six weeks and the revision of the program of instruction. The end result will be a graduate who has received 50 percent more pure sales training, 35 percent more practical interview training, and a solid core knowledge of JOIN.

Officers receive a two-week orientation of USAREC followed for company commanders, a one-week program of OJT conducted and governed by the gaining brigade.

at training

Training revisions

Positional prerequisite training is also being revised to include the expansion of the SCC to three weeks and the revision of all programs. The majority of recruiters moving into positions of increased responsibility will attend positional prerequisite training courses prior to their new assignment.

The formal schooling represents only the initial, or work-up phase, and will be followed by brigade, battalion and company level training programs.

Unit level training programs will align with current Army training philosophy, as reflected in the Battalion Training Management System (BTMS). Commanders will design training based on real time needs and long-term objectives.


Close the loop

The chain of command must enter a closed-loop decision process to constantly evaluate and reassess training needs. Key to the successful accomplishment of the immediate training needs and long-term plan will be two forms of training: reinforcement training and sustainment training.

Reinforcement training should be conducted following formal training and is designed to expand and reinforce the lessons learned during the formal instruction. Reinforcement training should consist of commercially purchased sales courses and training conferences targeted to basic job knowledge.

Sustainment training reflects the more traditional one-on-one performance-oriented training normally conducted by the first-line supervisor. This training up-dates and maintains product knowledge and procedures.

Lessons learned from historical fact work best when applied to reality. The lesson USAREC has learned is that a system of "management through pain" works only half as well as a system solidly based on training. USAREC must maintain a solid, subtle training effort while performing its mission. To do otherwise is to guarantee failure in the long term.

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The answer to good recruiting is in your hands

Story by Sgt. 1st Class Ernest B. Nicholas
Headquarters, USAREC
Recruiting Operations-Training Division

Once there was a wise old Indian chief, gifted with the right answer to every question. His ability upset a couple of young braves, who put their heads together and came up with a plan to embarrass the old chief before the tribe.

The plan was a sly one: At a tribal meeting, one of the braves, holding a small bird behind his back, would ask the chief if the bird was dead or alive.

Should the chief say that the brave held a live bird, the young Indian would crush the bird in his hand to produce a dead bird. Of course, if the old chief guessed that the brave held a dead bird, the young hand would produce a live bird.

One night around the council fire, the young braves challenged the chief with their question. The tribe watched closely for the old man's answer. Pondering for awhile, the old chief raised his head.

"The answer is in your hands," he wisely stated.

So it is with success or failure in recruiting. One answer in the recruiter's hand is prospecting.

No wise chiefs

There are no wise old Indian chiefs in the recruiting business ... only wise, successful recruiters with some good ideas on prospecting and how to make it work.

Prospecting, like most aspects of recruiting, changes with the mood and attitudes of the country. Whatever works is always worth a try.

Veteran recruiters will remember that when the draft was going strong during the early '70s, "hip pocket recruiting" was the thing to do. It was, pure and simple, recruiting without a plan. It meant hitting the street to talk with people, to jot down a lead on whatever was in the recruiter's pocket — a match book cover, scrap of paper, or his checkbook.



During that recruiting era, the plan was good enough to meet quotas. Recruiters, however, had an ace in the hole, the "PIPP" card. PIPP cards generated by Selective Service brought applicants to the recruiting station.

Lottery numbers

It was a time of great interest in lottery numbers, but not the kind that wins money. In those days, the lottery numbers were issued by Selective Service.

Based on the date of birth, young men could be drafted and allow the military to select a job, or could enlist and choose a job with a recruiter.

Today we are in the age of sophisticated prospecting. Recruiters are provided with management systems, referral and high school lists and a telephone. And, there's direction on who to enlist and how many.

Most of all, recruiters today have a different social climate in which to work. Applicants are interested in computers and high technology and many of them have some direction to their lives.

Even so, they can't be stereotyped. Prospects come in all shapes, sizes and colors. Background, hopes and dreams differ, too.

Many markets

Since the mission spans a variety of markets, recruiters must choose the best way to work each market. Attitudes and expectations differ in every age group, so there is a difference in prospecting for a high school diploma graduate and a high school senior.

A high school senior sees the world in his own light, and his ideas are influenced by his peers and his parents. Often the senior's interest will depend on his mood at the moment. It requires close listening by the recruiter to find out the senior's interests and to try to satisfy more than one.

Ask the senior what he plans to do after graduation. The prospect may say, "I want to travel...but Mom and Dad want me to go to college." It's time to tell the facts about Army education and travel opportunities. Show him how to fill his hopes and those of his parents.

Senior's shoes

Put yourself in the senior's shoes. He's just beginning to mature under the full-time guidance of parents, teachers and counselors. He hasn't been called upon to make many major decisions. Often he is a follower, who is swayed by his peer group because he wants to be accepted.

At the other end of the decision is the desire to please his parents. So, recruiters must ensure that the best possible program for the individual and the influencers is presented.

Life is eternal to the senior. He's looking for short-term goals, so the sales message is directed at solving his immediate need.

Wiser and mature

The graduate? He's another breed. He's a little wiser, more mature. Earlier decisions are being reevaluated and his goals sometimes have met roadblocks. The graduate has begun to feel the chill of the world, and there are few fantasies in his life. Maybe he's out of work. Or it could be that the job that looked promising has turned out to be dead end.

Although the graduate might be married, he still has personal goals, so the recruiter must satisfy the immediate need of employment or money. At the same time, long-term personal goals have to be considered. Suddenly the recruiter is laying a blueprint for the prospect's future.

The "secret" of good prospecting is flexibility. Every prospect has to be approached with personal caring. It is probably the best way to establish rapport and credibility with prospects.

The answer to good recruiting is in the hands of the recruiter. Combined with other tools, effective prospecting works the entire marketplace by considering what the prospect is looking for in the Army.

It's the best thing the recruiter has going for him — at least until a wise old Indian chief with all the answers comes along.



Basic skills plus more

*Story by Jim Alexander
Advertising & Sales Promotion
Dallas Recruiting Battalion*

"The training a new recruiter receives at the schoolhouse is good," explained Master Sgt. James F. Slaughter, Jr., recruiter training NCO of the Dallas Recruiting Battalion. "It covers the basic recruiting philosophy and deals with essential subjects such as telephone salesmanship techniques, prospecting, high school programs and enlistment incentives."

"These are the same basic skills that the recruiter must sharpen and improve during his first nine months in the field," Slaughter added. "During that time, the recruiter is in a training and transitional evaluation program."

"Once out in the field, the new recruiter continues to receive training while his performance is evaluated. This consists of daily, one-on-one training by the station commander, plus quarterly training of recruiter salesmanship subjects."

Requirements outlined

"These training requirements are outlined in the professional development program directive, USAREC Reg 350-4," he said. "At battalion level, guidance is provided to the company training NCOs so that they will be better able to assist with the development of all recruiters."

Citing an example of a production problem that was successfully dealt with with positive training, Slaughter remarked, "One station was having a problem of low production. We got together with the company management team."

"By analyzing the Station's Recruiting Management System against mission objectives and achievements, we could construct a blueprint for success for that station which would result in the elimination of low producers. The plan would also show who the low producers were likely to be if corrective actions were not immediately taken."

Each manager must determine how much emphasis to apply to his own unique problems and then attack the problems with skill and persistence.

Understand the directive

"The important thing," Slaughter stated, "is to understand the Recruiting Area Management System directive, USAREC Reg 350-9, and to follow it at the company level. The Recruiting Station Management System, USAREC Reg 350-7, must also be closely monitored."

"By giving careful attention to both regulations," he continued, "and using the management system tools provided, we have been able to prevent many problems from developing. Our experience has shown that prevention is more preferable than having to resort to a cure."

"A useful yardstick for measuring the effectiveness of our training," Slaughter said, "is to analyze the component parts of our mission box. If senior production is behind schedule, there is obviously a problem in the high school program. If quality production is down, then you probably have a training problem in prospecting for the quality market."

Assess training

Assessing training ongoing at the Dallas battalion, Slaughter said, "Each manager must determine how much emphasis to apply to his own unique problems and then attack the problems with skill and persistence. I feel we train in a most professional manner and have the total support of the commander and sergeant major."

"Recruiter training is continual," Slaughter concluded, "and actually occurs each day whether it is formal or informal. Our Army is in a constant state of training. It is just as important to improve recruiting skills as it is to improve skills for any other endeavor in the Army."

"We have to find the time to do our jobs, but we also have to take the time to train if we are to do them even better. Our results show that this time and effort is well justified," he added.



Station management is key

***Story by Nadine Luc
Advertising & Sales Promotion
Peoria Recruiting Battalion***

"No amount of new or different training can replace the standards set by USAREC for successful recruiting," said Peoria Recruiting Battalion's Recruiter Training NCO, Master Sgt. Leonard Ledbetter.

"When stations that have been failing are turned around and suddenly become successful," Ledbetter said, "the answer is found in station management." He takes seriously the advice of Col. Arthur N. Palmer, 4th Recruiting Brigade (Midwest) Chief of Staff, because Ledbetter knows it works.

When stations that have been failing are turned around and suddenly become successful, the answer is found in station management.

Palmer encourages station commanders, first sergeants and company commanders to "know their talented personnel," and advises "Train, motivate, inspect and lead them to success. Enforce standards, work smart and prospect, prospect, prospect!"

Basic skills

Ledbetter knows that success is management of basic recruiting doctrine. His training is aimed at station commanders to do their job of monitoring the system. "Incoming per-

sonnel at command levels create a downdraft in any success story," he said. "It takes a few months for everyone to understand each other and to get used to different personalities and expectations.

"The secret of success lies with station commanders who take the time to train new recruiters, and the company management team to train new station commanders," Ledbetter remarked. "They have to set standards and review monthly accomplishments of those standards."

Ledbetter also believes it is "important to field ideas and discuss innovations. And company involvement is also important. The commanders must involve themselves in community programs and use the options available to excite enlistments, such as TAIR teams, the Golden Knights, and the advertising programs the A&SP chiefs lay out for them."

At the hub

Ledbetter and Palmer, both seasoned recruiters who now lead and train other recruiters, agree that station management is the hub of the whole thing. Station commanders and recruiters who go over yesterday's events and formulate plans for today and tomorrow are the most successful. They evaluate activities, analyze the results and plan to correct weaknesses which are exposed by this brainstorming.

Ledbetter added, "Those who are left to plan their agendas without management assistance could make the same mistakes over and over without even knowing what they are.

Anywhere a station is successful, look at the station commander. About 98 percent of the time, you will find the station commander personally involved in moving people through the system into the Army.

"Anywhere a station is successful," he concluded, "look at the station commander. About 98 percent of the time, you will find the station commander personally involved in moving people through the system into the Army. Because station commanders have the experience, they have a direct influence on how many enlistments are made from that station."



Take a good

By Col. William J. Northquest
Commander, 2d Recruiting Brigade

Recently, through a letter to his commanders, Col. William J. Northquest, Commander, 2d Recruiting Brigade, reminded his recruiters that valuable lessons can be learned by taking a hard look at themselves from the prospect's view. Sometimes the quick glance inward can be embarrassing or even painful, but it can reveal trouble spots in unexpected places.

Staff Sgt. Keith A. Felger of the Burlington, N.C., recruiting station was having little success in getting appointments from his telephone prospecting. He was discouraged at being turned down frequently and couldn't understand why.

Listening to other recruiters talking on the phone one morning, he decided to record his side of his telephone interview (recording both parties' voices is illegal).

The results were surprising. Felger's voice lacked enthusiasm; he sounded tired and disinterested in his job. "I wouldn't have given myself an appointment," Felger remarked. "I sounded terrible."

The lesson learned: A recruiter's voice on the phone is usually a prospect's first encounter with the Army. His voice should speak of feeling good about being a soldier, proud of the Army, if the prospect is to be drawn into the recruiting process.

Mystery shoppers

Northquest's letter also related a USAREC project conducted about a decade ago during which a number of "mystery shoppers" travelled around the country pretending to be prospects. They looked the part and asked the questions that most prospects ask.

After their interviews with unsuspecting recruiters, the "mystery shoppers" sent their impressions back to headquarters for evaluation. The critiques provided some good training material.

Their first impressions were important. The shoppers felt they were in the recruiting station for important business. Reacting favorably to confident recruiters, some shoppers commented on the neatness and professionalism of the interviewers. Others were disappointed.



look at yourself

Personally relate

They liked recruiters who personally related to the prospect. One pleased shopper noted, "The recruiter offered me coffee and made me feel at home. He obtained information from me in a friendly manner without prying or being pushy. I thought he was a nice guy--he almost sold me the Army, and I hadn't even considered joining."

Shoppers reported that most recruiters were "real people," lacked phoniness, were genuinely interested in their jobs and the prospect.

First, the study proved, prospects look at the recruiter's credibility. They want a recruiter who is straightforward and sincere, with no sidetracking or dodging questions.

Second, the prospect looks for complete and accurate information. The enlistment decision is a difficult one. Shoppers agreed that a 20 to 35-minute presentation was necessary to make

that decision confidently. One unhappy shopper remarked, "It was so hard to get the information from the recruiter, you would have thought he was doing me a favor by spending time with me."

Recruiter's trust

Prospects then look for direction and guidance. They trust the recruiter to remember they are people and to help them to make the right decision about their future. One shopper commended the recruiter when he said, "I liked the way he discouraged me from settling on a job I didn't want, just because I was a dropout. He showed me the wide range of opportunities and gave me examples of other dropouts who had performed well on the ASVAB and gone on into electronics and accounting fields."

Shoppers also looked for enthusiasm. They were most impressed by recruiters who told stories about their personal experiences from an Army career--education, travel, pay and other benefits.

"When one recruiter told me what both of his sons were doing in the Army, I felt he was personally sold on it." Another said of his recruiter, "He was a dedicated man who loves his job. He definitely could have signed me."

Don't memorize

Another observation of the prospect is that recruiters must have a reasonable command of their information and be able to present it without memorizing. The prospects disliked canned presentations or the recruiters' relying exclusively on brochures and filmstrips to tell the Army story. "I felt pretty stupid," commented a shopper, "when I realized the recruiter was reading his presentation to me; he must have thought I was dumb not to notice."

Rounding out the list was a prospect's hope that the recruiter would recognize his needs and show some personal interest. Shoppers were particularly discouraged by recruiters who failed to ask their names, but those recruiters who used the shoppers' first names frequently received accolades.

"Options, benefits and pay being equal," Northquest tells his recruiters, "prospects who like and trust their recruiters are more likely to join the Army. Recruiters are the critical link between the advertising program and the enlistment."

"Without you, there is very little the Army can do to get enlistments, even with the best ads or brochures in the business. The prospect's impression of you is his impression of the Army."



The schoolhouse

*Story by Col. David J. Sholly
Director, Recruiting and
Retention School
and
Capt. Craig Miller
Chief, USAREC School
Operations Branch
Fort Benjamin Harrison, Ind.*

Any mention of "the schoolhouse," Fort Benjamin Harrison, Ind., brings almost immediate recognition to most people in the U.S. Army Recruiting Command. Although most recognize it as a key element in the command's overall training effort, many don't recognize that it isn't, in fact, a part of USAREC. As a component of the U.S. Army Institute of Personnel and Resource Management, the Recruiting and Retention School is a Training and Doctrine Command asset.

It's logical enough. The school's function is training. It trains officers and noncommissioned officers in the knowledge and skills necessary to sustain the strength of the Total Army. To do that, it presents resident and mobile instruction to recruiters and retention people of the Regular Army, the Army Reserve and the Army National Guard.

Organized

The School itself is organized along functional lines and is composed of a headquarters element and three operating departments, including recruiting, retention and reserve component departments.

The retention department conducts transition training for OOR soldiers departing USAREC enroute to worldwide retention assignments. It also administers mobile training for full and part-time retention people at installation and major command levels.

The reserve component department provides initial and sustainment training for Army National Guard recruit-

ers and training for reserve and guard retention soldiers. Instructors from this department also travel throughout CONUS presenting recruiting and retention training to installations requesting training assistance.

The largest of the departments, the recruiting department, consists of a headquarters section and two operating elements -- the basic course division and the advanced course division -- offering four courses of instruction. These include the Army recruiter course, the station commander course, the guidance counselor course, and the noncommissioned officer advanced course -- recruiting track.

In addition, USAREC has retained responsibility for three resident courses presented in RRS facilities: the recruiting officer orientation course, the recruiter training NCO course and the Army nurse recruiter course. These courses are managed by the USAREC School Operations Branch, a liaison office colocated with the RRS.

During the next fiscal year, the recruiter training NCO course is to be transferred to the RRS, but the recruiting officer orientation course and the nurse recruiter course are scheduled to remain under USAREC control.

As a key element of USAREC's training effort, the Recruiting and Retention School will be attended at one time or another by most Army recruiters. To make that experience as professionally rewarding and personally satisfying as possible, the following helpful hints are provided.

Physical training

● Every course includes daily physical training, and an APRT is administered in the last week of each course.

As a guide, students should be able to meet at least minimum APRT standards for their age group, and should bring appropriate seasonal "PT" gear, including comfortable running shoes.

● Students should bring a copy of their current medical profile, either temporary or permanent.


● Weight and height measurements will be taken on the first and last day of the class. Students who have been given an adjusted maximum allowable weight by their supporting medical facility should bring a copy of that document.

● All students are required by post policy to wear the seasonal BDU each Thursday.

Students' needs

It is also important for students to know that the schoolhouse is responsive to student needs. It does not operate in a vacuum. Most of the classes, for example, were completely reevaluated this year, based on field input and current USAREC policies and procedures.

Finally, recruiters who attend the RRS should recognize that the school is staffed by people who have come to it from throughout USAREC and who will return to the command following completion of their current assignments.

The instructors, the courses and the facilities of the Recruiting and Retention School are prepared to offer recruiters the best training possible for maintaining the strength of the Total Army. 

Productive company training

No smoke-filled rooms

*By Melanie McNutt
Advertising & Sales Promotion
Jackson Recruiting Battalion*

Company training has been scheduled, and thoughts of a smoke-filled room with bored recruiters listening to a repetition of the same three points of good recruiting comes to mind.

That might happen in other companies, but not in the Milan, Tenn., recruiting company. The company management team in Milan has put some innovative techniques into company training.

Through "role playing," Milan recruiters have left "school book solutions" to enter into the real world of recruiting. A visitor to one of the training classes will not find the traditional speaker at the front of the room. More likely there will be class involvement. Company Commander Capt. Gary McFadden and Master Sgt. James Williams, first sergeant, have removed the one-man lecture and put the recruiter "trial and error" method into the training course.

Assuming the role

By assuming the role of a prospect or an applicant, a recruiter is better able to anticipate the questions likely to come up during an actual interview. And when a recruiter, playing the role of a Cat IV pretending to be a Cat I graduate, bluffs to a fellow recruiter, it's soon obvious there'll be little success in recruiting that applicant.

"During the past," McFadden said, "we used the one-man lecture. We've learned, however, that the role-playing technique provides better training for the recruiter. Now our recruiters are able to bring their recruiting problems to meetings to find solutions. We discuss various problems, act them out in front of the company, and come up with positive ways to improve each individual's selling techniques.

"We also take advantage of the experience in our company," he continued. "Experience is definitely the best teacher in recruiting. The new recruiters learn from the more experienced, and everyone becomes involved."

Mission box improves

Williams developed the program two years ago, and since then, Milan's mission boxes have improved significantly. Williams uses as an example Sgt. 1st Class Glenn Jobe in Jackson, Tenn. Jobe made a trip to his high schools and asked for the records of every student who had enrolled in each school within the past three years. Comparing the new list with the one he had been using, Jobe discovered his "complete" list was not complete at all.

During a training session Staff Sgt. Earl Moorehead, Union City, Tenn., heard Jobe's story. Picking up on Jobe's method, Moorehead checked the records at his schools and found approximately 30 people missing from his lists.

"Moorehead then contributed his own successful recruiting tip," Williams added. "He has developed a mail-out campaign by sending out letters and other information to high

school juniors. Enclosed in each mailing is a card asking for information on the recipient. By arranging the cards in order of interest, Moorehead has the information at his fingertips when he calls a prospect, and provides a personal touch to routine calling. Other recruiters have adapted the method to their needs, and it's working for them, too."

Readily accepted

The company's training is an informative, productive recruiting tool. It's readily accepted--recruiters are even asking for more. According to McFadden, production numbers have increased since the new training methods were introduced. "We know it's working," he said, "because we continue to make our quality mission."

"Fifty percent of our efforts have come from these training sessions," Jackson estimated. "We are working as a team. We don't leave the new recruiters to flounder while learning, and we have defined procedures for prospecting instead of approaching it as a hit-or-miss effort."

"I think the best result of the training has been that the company management team has taken training outside the recruiting station and opened new lines of communication for the recruiter," Jobe concluded. "Inexperienced recruiters can talk to the more experienced recruiters person-to-person without being intimidated by a gold ring."

Open communication — learning how others have solved the same problem you are encountering today — that's what training is all about at Milan.



There's nothing up my

By Sgt. Major Roberto Mata
Oklahoma City Recruiting Battalion

Training is everything. It's survival in the business of recruiting.

Although the recruiting school trains the recruiter academically, only local training can prepare the recruiter for the real world. Almost every recruiter arrives with the personal qualities needed to become a successful salesman for the Army: credibility, enthusiasm, professionalism and friendliness. It's the responsibility of company and station recruiting NCOs and their commanders to develop these traits into recruiting strength.

The transitional training program covers certain job tasks, but it wasn't meant to develop a "whole person concept." In the recruiting business, getting involved with day-to-day counseling and coaching, teaching methods and techniques that come from experience, and just plain setting a good example are tools of training for the real world.

Looking at "the whole person," it pays to remind a new recruiter that a lot of stories are told without saying a word--through body language. If the recruiter leans on his elbow and gazes across the room while talking to a prospect, chances are the prospect will feel joining the Army isn't very important for him or the recruiter. A recruiter's crossed arms across his chest can signal that he has been offended. Better learn to translate the language of the body.

Listening can be a very effective method of learning. Watch a group of recruiters gathered socially and notice how they listen to each other. Many a problem has been solved in a relaxed atmosphere at the end of the day.

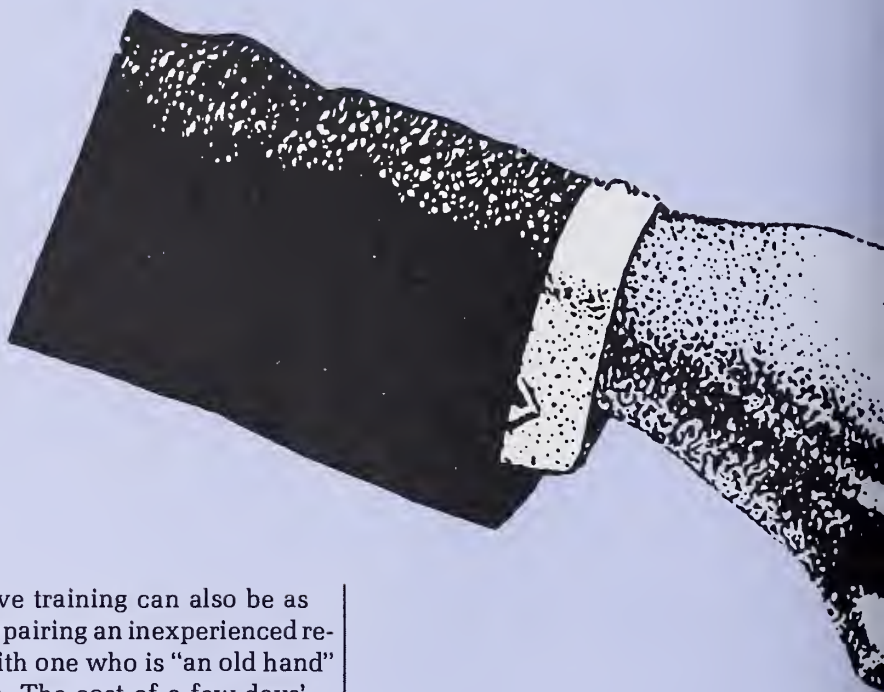
Effective training can also be as simple as pairing an inexperienced recruiter with one who is "an old hand" at the job. The cost of a few days' recruiting will be minimal compared to the lessons learned by the new recruiter.

There are other areas of a sales program to consider:

Marketing

Recruiters need to be shown that the grass is no greener on the other side of the fence. Maybe the guy on the other side of the fence knows his market better. Inexperienced recruiters lack the practical knowledge necessary to make an intensive analysis of their territory.

Trainers must go back to the fundamentals of market analysis to teach the recruiter where to find market data and how to apply it to his job. Many times an objection from a prospect can be avoided altogether by knowing the market.



For example, if a prospect says, "I have a job at the Humpty Dumpty Company," the recruiter has an idea of the prospect's salary, type of work the prospect does, and the incentives that would interest him most.

Prospecting

Prospecting is probably the single most important part of recruiting. And it's usually as simple as locating a person from a list. Even so, the new recruiter can use some help here, too.

Sometimes prospecting suffers from a poor presentation by the recruiter to school officials. Recruiters need a thorough knowledge of school officials' attitudes toward his entry into the school to develop a rapport that will open the school door...and keep it open. If a school has potential,

sleeve,

just good...

Training



and a recruiter is having problems getting into it, company and battalion management teams should offer some assistance.

The Army sales presentation was never intended to replace personal interest. If recruiters are relying on sales at the punch of a button or the insertion of a disk, then enthusiasm, professionalism and credibility are lacking. The prospect is looking for a clear, straightforward, personalized presentation.

The recruiter needs to know the parents as well as the applicant. Too often we try to fill the needs of the applicant and adjust them based on our own desires. It won't work. The applicant might need the authority of parents to enlist. If so, this should be determined early in the sales presentation. A face-to-face meeting with the applicant and the parents will determine needs and stop the loss of applicants.

Follow-up


A recruiter needs to keep in touch. Find out if the recruit's needs were met and how he feels about being in the Army. Follow-up is a good evaluation of salesmanship. It builds a solid foundation for future sales.

Read the regs

Ignorance of the "law" is inexcusable. An applicant and the recruiter are a lot more comfortable when they know the recruiting process is being completed in line with Army regulations and policies.

Physical fitness counts

As a representative of the Army, the recruiter is the public's image of a soldier. In addition to improving appearance, a good physical fitness program will relieve stress and provide the energy recruiting requires.

Too often training is concerned with academics. A large part of training, maybe the part that counts most, comes from coping with small day-to-day problems and finding solutions. 

SQT provides

By Sgt. 1st Class John P. Keith
Headquarters, USAREC
Recruiting Operations - Training

The Skill Qualification Test (SQT) is used Armywide to evaluate soldiers' proficiency in their respective MOS. It also provides commanders information upon which to base an objective assessment of unit and individual soldier strengths and weaknesses.

It is a written test developed by the MOS proponent and evaluates soldiers by testing them in a representative sample of critical tasks for their respective MOS and skill level. The SQT is designed to be tough and demanding as well as objective.

Normally, all enlisted personnel will take the SQT annually. Within USAREC, however, there are some exceptions. All Regular Army recruiters serving in a detailed status are ex-

empt from taking the SQT until they have either reclassified to MOS OOR or returned to their PMOS.

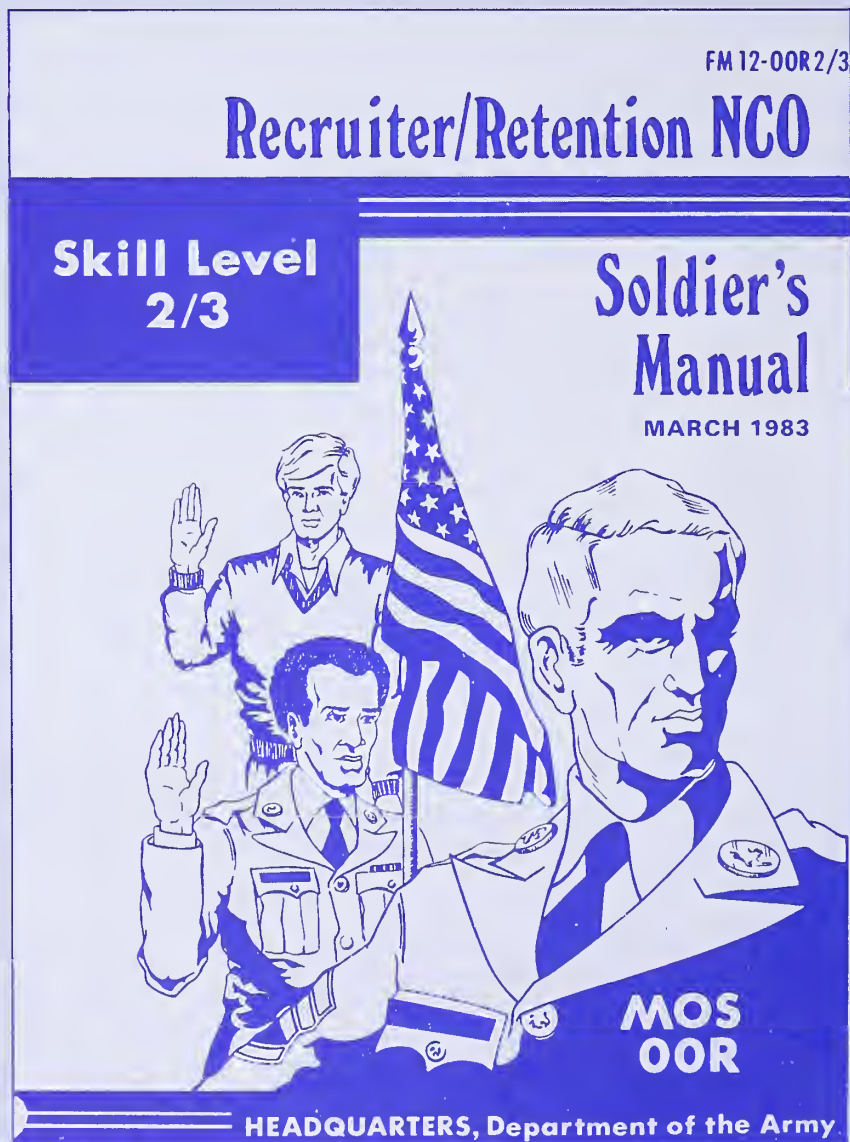
USAR recruiters

Army Reserve recruiters are eligible for testing 90 days following award of the OOE MOS, which is awarded upon successful completion of the recruiting course.

When should you begin preparing for your next SQT? Before you can prepare, you must know what the SQT will contain and how to obtain information on the critical tasks to be tested.

The Soldier's Manual provides a complete listing of the critical tasks which soldiers at a particular skill level must be able to perform. There is generally a Soldier's Manual written for each MOS in the Army. However, as an exception, all USAR recruiters E5 to E7 will take the OOR skill level 2/3 SQT; therefore, they must use the OOR Soldier's Manual.

The test taken is determined by rank, or skill level. Soldiers in the grades E2 to E4 are in skill level 1 and take the SQT for that skill level. Likewise, soldiers in the grade E5 are in skill level 2; E6 are in skill level 3, and E7 are in skill level 4. USAR recruiters in the grade of E7 take the skill level 2/3 test.



opportunity

Test schedule

The SQT test for MOS OOR/OOE will be administered between the first of November and the end of January. Written SQT notices which indicate which tasks will be tested, have been distributed. However, be prepared to take the SQT even if no notice has arrived. The SQT may include any of the critical tasks for the appropriate skill level contained in the Soldier's Manual for a specific MOS.

Each time a soldier is promoted to the next skill level, he is required to know the tasks for the new skill level, plus those tasks for skill levels below the new rank.

Additionally, a soldier must be familiar with all critical tasks for a skill level, even though he may not be required to perform them in the particular assignment. For example, skill level 4 (E7) OOR personnel may be required to be a guidance counselor, an RTNCO, a station commander, an assistant operations NCO, or an Army Nurse Corps recruiter.

Critical tasks

Critical tasks associated with these skills are subject to be tested. The fiscal year 1985 will not test Regular Army recruiters on tasks relating to the duties of the retention NCO.

Even though preparation and training for the SQT is a chain of command responsibility, the ultimate responsibility rests with the individual soldier. Training must begin early in the year and continue until administration of the test. Soldiers must be able to perform all tasks to the standards listed in the Soldier's Manual.

Training on those tasks which are not performed on a daily basis must be incorporated into station and company training sessions. Additionally, training should be based on identified shortcomings from the results of the previous year's test, and performance tests conducted by the trainers.

To assist the individual soldier's preparation for the SQT, trainers must administer performance tests during the year to ensure that each soldier remains proficient in all tasks.

Good tips

The following procedures will allow soldiers to receive the most from the information contained in the Soldier's Manual.

- Study the standards, performance steps and references for all the critical tasks that must be performed. Can standards for each task be met?


- Obtain the training references available for the skills that are not understood or cannot be done well. Supervisors can provide the required reference materials.

- Maintain proficiency by keeping individual knowledge and skill sharp once lessons have been learned and all critical tasks mastered.

Techniques

Once prepared for the test, the soldier must remember a few things about the techniques used in taking tests effectively. Answer the questions based only on the information provided in the test and any handouts received from the test administrator. Much of the information regarding the details or regulatory guidance pertaining to a particular task is contained in the test booklet as an extract.

Particularly for tasks in the skill level 4, use the extracts in formulating correct responses to questions which may relate to a duty position in which there is no experience and little formal training.

By studying the Soldier's Manual, by performing those tasks to the standards outlined, and by putting forth the best effort in taking the SQT, the soldier is likely to achieve a score which supports career objectives. 



Anytime Sgt. 1st Class Alice Kenny, station commander, Antioch recruiting station, gets the chance to talk to high school students, she doesn't hesitate at all. So when Liberty Union High School invited the Army to be part of their career day with a theme of "women in non-traditional roles" Kenny packed up the JOIN, contacted a female soldier in the Army Reserve and went for it.

"We had a great time talking to those students!" said Kenny. "I set up the JOIN and **Staff Sgt. Tami Allen** not only wore her BDUs, she brought two pieces of radio equipment for the students to try. We certainly got their attention."

"Even the teachers and members of other organizations asked questions," said Allen. "I'd never done any career day work like this before, but once I got started it was pretty easy. I enjoyed it."

"I especially like the chance to show girls that the Army is a viable option for them too, and that we have plenty of jobs that they can get trained to do." (Story and photos by Sgt 1st Class Marcia Caron, San Francisco Rctg Bn)



It took her father nearly 20 years and nine hard-earned promotions to make it. Now his daughter outranks him.

Lana Guyton, daughter of **Sgt. Major Johnny Guyton**, received her Regular Army commission as a second lieutenant during a ceremony at Northern Kentucky University.

Sgt. Maj. Guyton was on hand to see his daughter take the oath of commissioning and to collect the traditional \$1 as the first enlisted man to salute a new officer.



Sgt. Major Johnny Guyton insures the second lieutenant bars are pinned securely on daughter Lana Guyton's epaulets during her commissioning as a Regular Army lieutenant.

Because she will graduate with a grade point average in the top 10 percent of all ROTC candidates, she received a permanent commission in the Regular Army as a Distinguished Military Graduate. The honor includes recognition for her achievements in ROTC summer camps and leadership positions.

The Sergeant Major joined the Army in 1957 and has been an Army recruiter since he joined the command in 1966. He is now the senior enlisted man for the Columbia Recruiting Battalion where he assists in managing Army recruiting activities in most of South Carolina and 14 counties in Georgia.

His daughter will receive her business management degree in December and begin training as an ordnance officer at Redstone Arsenal, Ala., in January. (Story and photos by Sgt 1st Class Charles Drake, Columbia Rctg Bn)

When Capt. John Herring, Army Reserve operations officer at the Santa Ana recruiting battalion and his wife **Linda** left their California home earlier this year they had no idea they would be returning \$39,518 richer courtesy of a network television game show.

"I went on a whim," Herring said. "It was my wife's idea. She wanted to go. She got the tickets and I got picked."

During the hour-long show Herring managed to win, win and win again. First, a matched pair of tennis rackets, then a dishwasher, followed by a grandfather clock and a luxury car worth over \$23,000.

"I was numb when I won it," he recalled.

But that's not the end. Winning all that only qualified Herring for the show's final 'showcase.' There the day's top two contestants compete for individual 'showcases' comprised of a variety of prizes. The contestant who comes closest to guessing the total price of his showcase without going over the total wins the showcase.

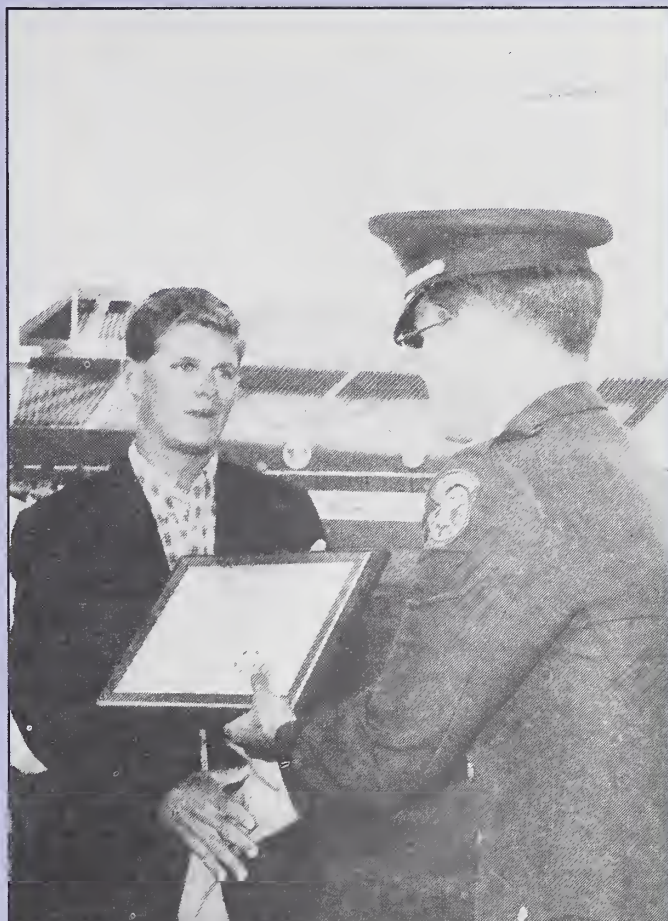
Herring's showcase included a motorcycle, a wind-powered sand sailboat and a skiboat with trailer.

"At that point I really wanted the other contestant to win since I had already won the car," Herring said. "She bid on the first showcase and I felt her bid was too high. In my mind I had figured my showcase to be a little over \$11,000 (in actuality it was over \$12,000). But since you automatically loose if you go over, I bid well under figuring to win and I did."

Herring said, "Reality hit me when the game show staff started explaining tax obligations."

Herring plans to sell everything. "Most of it's already sold," he said. "I just don't see myself driving an expensive big car. I'd rather buy something I want."

So how much did Herring really win? "I don't know," he said, "I'll let you know when the Internal Revenue Service gets through with me." (Donna Malkovitch, Santa Ana Rctg Bn)



Andrew Burke of La Jolla, Calif., received an Army Soccer Classic certificate of participation from Lt. Col. William D. Bristow, Jr., Commander, Santa Ana Recruiting Battalion. Co-captain of the West's team, Burke was one of 36 high school seniors selected by the National Soccer Coaches Association of America to play in the country's first soccer all-star game, the Army Soccer Classic. The presentation was part of an Army pre-game show with the San Diego Sockers, the North American Soccer League champions. (U.S. Army photo by Donna Malkovitch, Santa Ana Rctg Bn)

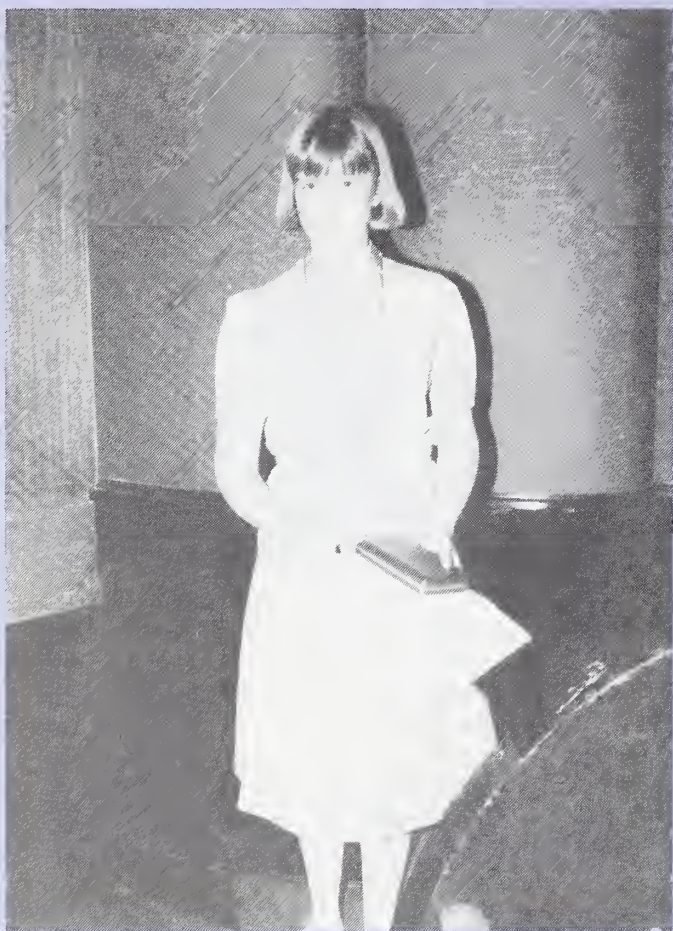
Army recruiting joined Kansas City science educators and local organizations in recognizing budding young scientists and engineers for their projects at the Greater Kansas City Science and Engineering Fair.

This is the 33rd year for the competition and projects are judged by category and age group from elementary



through high school. Participants are students in schools within a 15-county radius of the greater Kansas City area.

Each year a number of science and technical organizations that have an interest in encouraging young people in the field of science present special awards for projects entered in the fair. Representatives of these organizations serve as judges of all the exhibits that relate to their particular interests and which meet their criteria for judging.



Melissa Larson, a student at Shawnee Mission East High School, won one of the Army's science medallions for her engineering entry on building trusses.

Three members of the Kansas City recruiting battalion served as judges for the Army awards. **Capt. Anthony Latta**, operations officer; **Capt. Mike Magalski**, assistant operations officer, and **Capt. John Dorsey**, com-

pany commander, voted on winners in 11 categories. These categories ranged from physics and medicine to engineering and earth science. From these winners, two were judged to be best overall, and were presented Army medallions.

All of the fair awards, which ranged from scholarships to calculators, were presented during the ceremony on the final night of the fair. **Lt. Col. Thomas Tucker**, Kansas City battalion commander, presented the 11 certificates and two medallions to the winners.

Those exhibits judged most outstanding in the fair went on to participate in the International Science and Engineering Fair in Columbus, Ohio. (Peggy A. Parsons, Kansas City Rctg Bn)



Lt. Col. William D. Bristow kicks off the Army Reserve, 1984 Scholar Athlete Award season at a California Angels pre-game ceremony commemorating Armed Forces Day. Award recipients Karen Schoonover of Irvine Calif., had a 4.0 grade point average and lettered in softball. Robert Sturgeon, Anaheim High School's Athlete of the year for two years, had a 3.86 grade point average. Both exemplify the essence of the award according to Bristow. Staff Sgt. Daniel Camacho of the Tustin recruiting station assisted in the presentation at Anaheim Stadium in front of a crowd of more than 20,000 while the awardees' parents and coaches looked on. (Donna Malkovitch, photo by Ron Van Dyck, Santa Ana Rctg Bn)

Independence Hall provided a fitting backdrop as **Stephen** and **Dawn Turner** of Claymont, Del., were commissioned second lieutenants in the Army Reserve.

Both Turners were registered nurses and were commissioned into the Army Nurse Corps.



Dawn and Stephen Turner are commissioned second lieutenants in the Army Reserve at Independence Hall in Philadelphia by Capt. Stephen Bertocchi, commander of Metro Company, Philadelphia Recruiting Battalion. Looking on is Sgt. 1st Class Belle Ricketson, nurse counselor, who recruited the husband and wife team.

After an initial two-week training period at the Army Academy of Health Science at Fort Sam Houston, Texas, the Turners returned to their full-time civilian jobs while continuing to serve part-time as Army Reservists.

Stephen is a staff nurse at Sacred Heart Hospital in Chester, Penn., and Dawn is a student at the Wilmington, Del., Medical Center of Anesthesia.

The Lieutenants Turner will be assigned to the Army's Individual Ready Reserve (IRR) as medical surgical nurses.

The IRR program enables soldiers to attain points for retirement credit through a combination of two weeks annual training and professional correspondence courses, without attending monthly meetings or "drills."

The pair were recruited by Philadelphia Bn. nurse counselor, **Sgt. 1st Class Belle Ricketson**. (Olive Jagodinsky, Philadelphia Bn A&SP)

Sergeant Mark Watkins, a recruiter in the Cincinnati recruiting battalion, has found a way to use his own special talents to improve relations with his high school.

Watkins, who joined the battalion two years ago, uses his skills as an amateur golfer to broaden his contacts in schools in the northern Kentucky area.

Recently, at the request of a Dixie Heights High School physical education teacher, he served as an instructor at a golf clinic conducted for 80 students from that school's advanced physical education courses.

Watkins, who began golfing at the tender age of five, has competed in the Army European Championships, the overall Army Championships as well as being a qualifier from Europe, and competing in German amateur events as well as tournaments held at his club.

Watkins' accomplishments in amateur golf have given him exposure in local newspapers. This exposure and his membership at Kenton County Golf Club in Independence, Ky., have enabled him to meet a number of athletic directors and physical education instructors in a relaxed, social atmosphere.

Among students who took part in the Dixie Heights golf clinic were DEPs **Eddie Miller** and **Daniel Wimsatt**, who reported for active duty during the summer.

Since the beginning of FY 84, Watkins has enlisted eight seniors into the Regular Army and two juniors into the Army Reserve split training program from Dixie Heights High School, proving that a lot of work and some play can make Watkins a successful recruiter. (Mary Auer, Cincinnati Rctg Bn)



DEPs Eddie Miller (left) and Daniel Wimsatt (center) watch as their recruiter, Sgt. Mark Watkins, demonstrates his form.



*Story and Photos by
Sgt. 1st Class Jerry R. Simons
recruiter JOURNAL*

The East and West battled to a 3-3 tie in the first Army Soccer Classic at Clinton Field, West Point, N.Y., this past summer. The game, sponsored by the Army College Fund in cooperation with the National Soccer Coaches Association of America (NSCAA), featured 36 of the most outstanding high school soccer players from the graduating class of 1984.

The players, representing 22 states and 36 cities, were selected by the active membership of the NSCAA.

The day of the game was overcast with intermittent showers. But the rain didn't stop the sizeable crowd of soccer fans from showing up. Soccer, after all, is played in all weather conditions.

A pre-game soccer clinic was presented by Walt Chyzowych, former U.S. Olympic and national soccer team coach. He was aided by three professional soccer players from the Major Indoor Soccer League: Rick Davis of the St. Louis Steamers; Angelo DiBernardo former New York Cosmos and Olympic team member, and Erhardt Kapp of the Pittsburgh Spirits. The clinic emptied the stands



Army Soccer Classic '84

as the crowd gathered around to see them demonstrating their ball handling techniques.

The players and coaches of the East and West All-Star teams were then introduced one at a time, as fans cheered for their hometown favorites.

With introductions complete, the crowd stood as "Old Glory" was carried to center field by the Fort Devens, Mass., color guard and the U.S. Military Academy band played the National Anthem.

The team captains met at the center of the field, where Maj. Gen. Jack O. Bradshaw, Commanding General of the Army Recruiting Command, tossed

the coin to start the game.

The players must have been inspired by their surroundings or by the filming of the game which was televised in August. Whatever the reason, both teams played nearly flawless soccer during the game, neither team managing to dominate the other.

The first half ended with the score East 2, West 1. The East goals were scored by James Berry of Wilmington, Del., and John Joseph of Clifton Park, N.Y. Kyle Muehlstein of Farmers Branch, Texas, scored the goal for the West.

During the halftime show, the Fort Devens, Mass., 14th Continental Reg-



Maj. Gen. Jack O. Bradshaw, Commanding General of the Army Recruiting Command, flips the official coin as East and West team captains look on. The coin toss signaled the official opening of the first Army Soccer Classic.

iment, Spirit of America Brigade and Drill Team marched for the crowd. The show included the firing of cannons and a group of soldiers dressed in World Wars I and II Army uniforms.

The second half action was non-stop. The East scored one more time on a goal by David Vandreuil of Collinsville, Conn. The West scored two more goals in the second half, both by Marc Behringer of Indianapolis, Ind., ending the game in a 3-3 tie.

While the teams may have been evenly matched, there was one player who stood out from the rest.

That most valuable player award was presented to the East's midfielder, number 12, Troy Snyder, of Fleetwood High School, Fleetwood, Penn. Lt. Gen. Willard W. Scott, Jr., Superintendent of the U.S. Military Academy, and Tom Fleck, president of the NSCAA, presented the award. During his four years in high school, Troy scored 208 goals, making him the highest scoring high school soccer player in the U.S.



Army Soccer Classic most valuable player, Troy Snyder, No. 12, of the East, shoots for a goal as the West's goalkeeper, John Scott, No. 1 makes the save.

Newburgh hosts 'Classic' COI/DEP function

*Story and Photo by
Sgt. 1st Class Ron Staszczuk
Newburgh Rctg Bn, A&SP*

The Army Soccer Classic provided Newburgh recruiting battalion with an opportunity to host a DEP/COI function.

The DEP/COI function served two purposes. First, it was an opportunity for recruiters to become reacquainted with COIs and a chance to be with their DEPs. Second, it provided the battalion the opportunity to invite DEPs and COIs to view the first Army Soccer Classic high school all-star game.

The DEPs and COIs were bussed from the Newburgh battalion and the neighboring battalions of Long Island, Fort Monmouth and New Haven.

Guests received a guided tour of West Point. Two highlights of the tour were the world's largest pipe organ, located in the cadet chapel, and the site of George Washington's permanent revolutionary troop garrison, established to halt British efforts to control river navigation on the Hudson.

Staff Sgt. Jack Huggins of Newburgh recruiting battalion, distributes RPIs during the Army Soccer Classic, DEP/COI event at the US Military Academy.



The bus tour ended at the north wing of the cadet mess where guests were greeted by recruiters and escorted to the "Mural Wing." As people walked through the north wing, they were met by members of Fort Devens' 14th Continental Regiment, Spirit of America Brigade and Drill Team. The team members



Members of the Fort Devens, Mass., 14th Continental Regiment, Spirit of America Brigade and drill team march onto the field during the halftime break of the Army Soccer Classic.

The "Army Soccer Classic" came to a fitting end. Two teams evenly matched battled each other for the title of champion, and the final score proved that both the East and West squads were truly champions.

These young men, all high school seniors, may or may not join the Army some day. But through them, the Army College Fund soccer clinics and recruiter involvement in the clinics, the Army has received valuable public relations.

It is now left to recruiters to follow up on that success by keeping the doors that were opened by the first national high school soccer all-star game ajar, thereby becoming champions themselves.



A West team member, Matt Sheridan, number 3 (light shirt), grimaces as he blocks a pass attempt by the East's Craig Liberatore, number 3 (dark shirt).



Lt. Gen. Willard W. Scott, Jr., Superintendent of the US Military Academy, presents the most valuable player award to East team's Roy Snyder as Tom Fleck, president of the NSCAA, looks on.

were dressed in authentic reproductions of 1776 army uniforms.

Newburgh battalion set up displays and operational JOIN systems in the north wing with recruiters stationed to explain the system.

Lunch was served in the "traditional" way of the Cadet Mess. Recruiters were seated at the head of each table in the same way that freshman cadets are to be seated. The freshmen sit at the head of each table and treat upperclassmen as guests, serving them throughout

the meal. Likewise, the recruiters served their DEP/COI guests.

During an award ceremony, Maj. Gen. Jack O. Bradshaw presented an Army Soccer Classic participation plaque to the parents of Christian Peat, East team goalkeeper who is from the Newburgh area.

The DEP/COI function was a great success and more than 625 people were in attendance. After the luncheon all the guests were transported to Clinton Field for the "Army Soccer Classic."

More than 620 COI/DEPs attend 'Soccer Classic'



The Top 56 Club

Each battalion has selected its best on-production Regular Army and Army Reserve recruiter for membership in the Commanding General's Top 56 Club. These recruiters have contributed significantly to mission accomplishment during

the second quarter FY84. The selection of these recruiters was based on competition at each battalion. Inquiries concerning these listings may be addressed to the USAREC Awards Branch or phone AV 459-3871; commercial (312) 926-3036.

Regular Army

ALBANY	SGT Anthony L. Booker	LOS ANGELES	SSG Gabriel A. Villasenor
ALBUQUERQUE	SGT David V. Strempeke	LOUISVILLE	SSG Wade L. Durham
ATLANTA	SFC Daniel Keith	MIAMI	SSG James Breazeale
BALT/WASH	SFC Donald E. Nelson	MILWAUKEE	SFC Walter W. Blanchard
BECKLEY	SFC Carl Johnson	MINNEAPOLIS	SSG Lyle E. Burns
BOSTON	SSG James L. Grout	MONTGOMERY	SGT Karen Ridge
CHARLOTTE	SSG Jimmy C. Dorman	NASHVILLE	SSG Michael W. Johnson
CHICAGO	SSG Jeffrey Curtice	NEWBURGH	SSG Peter McLaughlin
CINCINNATI	SSG David Broxterman	NEW HAVEN	SSG Joseph Marcheggiani
CLEVELAND	SSG Gerardino Mumfrey	NEW ORLEANS	SSG Lyle Henninger
COLUMBIA	SSG Joe Gillis	OKLAHOMA CITY	SSG Jose L. Munoz
COLUMBUS	SSG William E. Stanley II	OMAHA	SSG Raymond A. Carlson
CONCORD	SFC Stephen Nolan	PEORIA	SSG Eric J. Rainbolt
DALLAS	SGT Levertis Tucker	PHILADELPHIA	SSG Carlton Williams
DENVER	SSG Larry C. Moore	PHOENIX	SSG Steven M. Walls
DES MOINES	SSG Lonnie R. Mayer	PITTSBURGH	SGT Dennis Scott
DETROIT	SSG Brett A. Bankston	PORTLAND	SSG Larry F. Gates
FT. MONMOUTH	SSG Gary Drake	RALEIGH	SSG Leonard V. Stokes
HARRISBURG	SSG Robert L. McCready	RICHMOND	SFC Dennis R. Burlingame
HONOLULU	SFC Ronald J. Hays	SACRAMENTO	SSG Harold L. Johnson
HOUSTON	SSG Daniel K. Cook	SALT LAKE CITY	SFC Robert W. Lincoln
INDIANAPOLIS	SSG Daniel Tegeler	SAN ANTONIO	SSG Tommy D. Gilliland
JACKSON	SSG Henry L. Ogle	SAN FRANCISCO	SSG Neil Takahashi
JACKSONVILLE	SSG Larry J. Graham	SAN JUAN	SSG Alberto Diaz
KANSAS CITY	SSG Edward Spurgeon	SANTA ANA	SFC Jorge Cooper
LANSING	SFC Douglas L. Earhart	SEATTLE	SSG Cecil G. McFie
LITTLE ROCK	SFC Donald R. Hood	ST. LOUIS	SSG Jeffrey L. Jones
LONG ISLAND	SSG Robert D. Baker	SYRACUSE	SFC Michael W. MacDonald

Army Reserve

ALBANY	GS7 John M. Ford	LOS ANGELES	SSG Deborah Pate
ALBUQUERQUE	SGT Mark W. Lannoye	LOUISVILLE	SSG Randy L. Bond
ATLANTA	SFC Albert Keels	MIAMI	SFC Heriberto Valhuerdi
BALT/WASH	GS7 William C. Wilson	MILWAUKEE	SFC Joseph D. Krenn
BECKLEY	SSG Thurman K. Adkins	MINNEAPOLIS	GS7 Michael Olson
BOSTON	SFC Robert L. Huriaux	MONTGOMERY	SFC Robert McMeekin
CHARLOTTE	SFC Robert M. Swann	NASHVILLE	SSG Ronald J. Salem
CHICAGO	SGT Eddie Harriis	NEWBURGH	SSG Denise D. Bowie
CINCINNATI	SFC Gerald Glowka	NEW HAVEN	SSG Walter G. Smythe
CLEVELAND	GS7 Cornell F. Shepherd	NEW ORLEANS	GS7 Mildred Smith
COLUMBIA	GS7 Jay Niven	OKLAHOMA CITY	SFC Tommy R. Clayton
COLUMBUS	SSG Ronnie R. Braham	OMAHA	SFC Phillip R. Johnson
CONCORD	SFC Ann Moore	PEORIA	GS7 Robert M. Koppenhoefer
DALLAS	SFC Milton Dunn	PHILADELPHIA	SFC Richard J. Wohlgemuth
DENVER	SGT Ronald Kerr	PHOENIX	SFC Bernardo Sanfeliz
DES MOINES	SSG Michael H. Bandy	PITTSBURGH	SFC William T. Redman
DETROIT	SFC Roger D. Ferguson	PORTLAND	SFC Robert C. Langley
FT. MONMOUTH	SSG Arthur J. Henry	RALEIGH	SFC Carroll W. Hardy
HARRISBURG	SSG John E. Rife	RICHMOND	SFC George E. Price
HONOLULU	GS7 Allen J. Smith, Jr.	SACRAMENTO	SFC Sidney G. Maxwell, Jr.
HOUSTON	SSG Fred W. Proudfoot	SALT LAKE CITY	SSG Gil F. Esplana
INDIANAPOLIS	SFC Wade Buckwalter	SAN ANTONIO	SFC Robert D. Willard
JACKSON	SSG Montoe Riley	SAN FRANCISCO	SSG Gregory Smith
JACKSONVILLE	SFC Billy G. Powell	SAN JUAN	SSG Hector Perez-Rivera
KANSAS CITY	SSG Henry Griffin	SANTA ANA	SSG Sherree Omotoy
LANSING	SGT Gary L. Fox	SEATTLE	SFC James C. Clifford
LITTLE ROCK	SFC William G. Lusch	ST. LOUIS	SFC Darryl E. Kelley
LONG ISLAND	SFC Barbara Reed	SYRACUSE	SFC Patrick L. Butler



Diagnostic Test

SEPTEMBER 1984

Inquiries regarding Diagnostic Test questions and answers may be addressed to USAREC, Recruiting Operations-Training, or phone AUTOVON 459-2772, COMMERCIAL (312) 926-2772.

1. What is the initial period of temporary duty for a recruiter alde?
 - a. 15 days b. 30 days c. 45 days d. 60 days
2. When an overstrength recruiter is assigned to a station, which of the following marketing factors should be the driving force when re-cutting zones?
 - a. DOD contracts over the past FY.
 - b. High school market (male) per recruiter.
 - c. High school seniors per recruiter.
 - d. Army contracts over the past FY.
3. The definition for HMS is?
 - a. High school (male).
 - b. High school senior (male).
 - c. High school senior market (male).
 - d. High school market (male).
4. All DEP loss must be made up in:
 - a. The month the loss occurred. c. The quarter the loss occurred.
 - b. The week the loss occurred. d. The FY the loss occurred.
5. What is the minimum score an applicant can achieve on CAST and still have an extremely high assurance of achieving an AFQT score within test category I-III A?
 - a. 32 b. 45 c. 60 d. 58
6. If JOIN is available, the Computerized Adaptive Screening Test must be used in lieu of the EST:
 - a. True _____ b. False _____
7. To reduce equipment failure on JOIN due to disk drive problems, you may locally purchase floppy disk head cleaners and clean the heads of your JOIN once a month.
 - a. True _____ b. False _____
8. The JOIN system and supporting video allow the recruiter to accomplish what vital task?
 - a. Show the video segments to applicants.
 - b. Accurately structure the applicant's expectations of the Army and Army opportunities.
 - c. Show applicants all the places where they could be stationed.
 - d. Show MOS segments.
9. What three new elements are captured on the automated prospect data record that a space or block was not provided for on USAREC Form 200?
 - a. _____
 - b. _____
 - c. _____
10. The personnel reference, DD 370, is valid for _____ days.
 - a. 60 days b. 90 days c. 120 days d. 180 days
11. An applicant enlisting for MOS 63B is required to possess a valid drivers license upon entering the Delayed Entry Program. If he loses his drivers license upon DEP-out the applicant will be:
 - a. Renegotiated for another option.
 - b. Shipped to basic training without a drivers license as an exception to policy.
 - c. Administered a Motor Vehicle Drivers Selection Battery (MVDSB) test as an exception to policy by MEPS.
 - d. Waived.
12. Recruiters should contact those individuals off his LRL who indicated continuing education after graduation from high school during the month of _____ to verify that they have, in fact, entered college.
 - a. September b. December c. July d. August
13. The REACT monthly overdue report:
 - a. Lists total leads forwarded to the recruiting station.
 - b. Lists, by name, all recruiters who have not processed leads within the stated suspense date.
 - c. Lists overdue leads.
 - d. Both a and c.
14. Contour lines across a stream on a military map always come together in a "V". The "V" points downstream.
 - a. True _____ b. False _____
15. An eight-digit grid coordinate will pinpoint your location to the nearest _____ meters.
 - a. True _____ b. False _____
16. COI/DEP funds can be expended for which of the following?
 - a. Personal expenses.
 - b. Organizational anniversaries or celebrations.
 - c. Entertaining individual prospects/applicants.
 - d. None of the above.
17. In conducting the DOD school testing program, who is primarily responsible for providing test proctors when ASVAB is administered in the school?
 - a. MEPS
 - b. School
 - c. Office of Personnel and Management
 - d. Service responsible for ASVAB in the school.
18. What percent of current year seniors (high school) should be contacted by 31 October?
 - a. 10 percent b. 30 percent c. 45 percent d. 50 percent
19. What percent of current year senior high school lists must be received/constructed NLT 30 September?
 - a. 30 percent b. 45 percent c. 75 percent d. 100 percent
20. High school seniors who have taken the IASVAB test and are in accession control measure (ACM) test category I-III A will be contacted within _____ hours of receipt of scores.



Diagnostic Test

August 1984 Answers

1. c - (USAREC Reg 350-7, chap 4, para 4-6(a)(3)(a)).
2. a - (USAREC Reg 350-7, appendix A 3d(1)).
3. c - (JOINGRAM #4)
4. b - (USAREC Reg 350-7, chap 2, para 2-28a(1)).
5. a - (AR 601-280 chap 4, para 4-5A(2)).
6. a - (USAREC Pam 350-4, para 16(3)).
7. c - (AR 601-210, page 5-65 6(3)(b)).
8. b - (AR 601-210, chap 9, table 9-4, line 3).
9. a - (AR 601-280, para 2-15b).
10. a - (AR 601-280, para 4-5a(2)).
11. c - (USAREC Reg, 601-73).
12. b - (AR 601-210, para 4-7).
13. b - (USAREC Reg 601-51, para 15).
14. d - (AR 601-210, section III, para 5-10b(4)).
15. c - (USAREC Pam 350-3, page A-49 and USAREC Pam 601-8-1, page A-11).
16. b - (USAREC Pam 350-3, page A-49-50).
17. b - (USAREC Pam 350-4, para 20(a)).
18. a - (USAREC Reg 350-7, chap 2, para 2-9).
19. e. (USAREC Reg 350-7, chap 2, para 2-9(v)).
20. a - (USAREC Reg 350-7, chap 2, para 2-6(a)).



Training Tips

*Inquiries regarding Training Tips may be addressed to
USAREC, Recruiting Operations-Training, or phone AUTOVON
459-2772, COMMERCIAL (312) 926-2772.*

Time Management/Planning Guide

The single most unrecoverable resource a recruiter has to manage is time. Since recruiting places a premium on time management, you must have a plan so you can make maximum use of your time.

This does not mean that every minute of every day must be totally scheduled, or that your plan of attack must be inflexible.

It means you must look at those activities which take large portions of your time.

From that survey, develop a plan that you understand and that is workable. Your plan should allow flexibility for you to perform solid recruiting activities.

Certain elements of a time management plan are essential:

a. Activities scheduled in the "out months" are recorded in the yearly plan or long-range work plan. Analysis of this plan allows you to develop your monthly and daily work plans. The long-range work plan forms the framework for your overall time management plan.

b. Those activities about which you have advance knowledge and which you know will occur within the next 30 days must be placed in the monthly calendar section. You now have started to develop your mid-range work plan which further defines work objectives.

c. As you prepare for current month activities, your mid-range plan is transferred to your daily work plan. This is your short-range plan.

d. Remember, when scheduling recruiting activities, you must account for mission detractors. Items such as training and vehicle maintenance must also be included.

When your long-, mid- and short-range plans are properly organized, they lead to systematic recruiting and better results.

Recruiting Prospect Data Card/USAREC Form 200

Introduction of the prospect data card into the interview can be unsettling or distracting for some prospects. It may be wise to hold off making notes or entries on the card until a comfortable level of rapport is reached with the prospect.

Otherwise, the prospect may feel you are more interested in gathering information than you are in listening. If you tend to forget things easily and feel you must record the information, explain to the prospect that what he says is important and specifically why it is important, and that you'd like to make notes as you talk.

If he objects, you'd better forget the notes and concentrate on rapport. In any case, during initial sale interviews, save the major portion of your written entries until after the prospect has left your office.

A properly prepared prospect data card is a valuable source of information that can be used in packet preparation, market analysis, determining the effectiveness of advertising programs and answering inquiries or investigations.

Delayed Entry Program (DEP Log)

Obviously, the DEP log tracks enlistees in the recruiting station's DEP pool from the time they enter DEP until they leave for IET/IADT or are discharged from the DEP for reasons other than accession.

However, the log does more than show when an individual enters and leaves the DEP pool. The log allows recruiter follow-up to be tracked.

There are two ways to measure the effectiveness of recruiter follow-up.

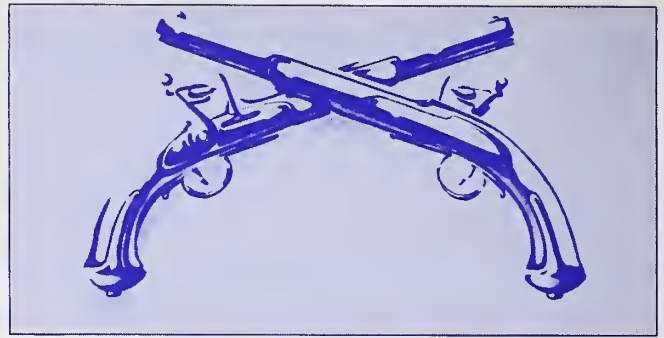
a. What is the number of referrals who have enlisted under the DEP/AIADT referral program? This program provides DEP involvement in the recruiting process by allowing the DEP to earn a promotion by referring individuals to his recruiter. The intensity of a recruiter's follow-up generally correlates to the number of referrals that become DEP enlistees.

b. What is the DEP loss rate? Through a good follow-up program, a recruiter will keep DEP/AIADT soldiers motivated and physically and morally qualified for Army duty.

When the DEP log is correctly used, you will usually find a lower number of DEP fall-outs and a higher number of contract referrals.

If the DEP enlistee, for whatever reason, does not feel committed to being part of the Army, a major reason is that the recruiter failed to generate effective DEP follow-up techniques.

MOS 95B Military Police



Military police trainees undergo extensive accident investigation training. Students go through traffic incident procedures under the watchful eyes of an instructor.

**Story and Photos By
Spec. 5 Shay Bridgewater
Public Affairs Office
Fort McClellan, Ala.**

The role of the Military Police Corps has continuously expanded since the days of the Revolutionary War. Its primary tasks are to provide combat support, rear area protection on the battlefield and law enforcement.

Training for military occupational speciality 95B, Military Police (MP), is designed to prepare new recruits to meet the challenges of combat and law enforcement.

To qualify for this career field, a soldier must be 18 years old, and at least 5 feet, 8 inches tall for males, and 5 feet, 4 inches for females.

Recruits cannot have civil convictions other than minor traffic offenses and must be able to obtain a security

clearance. MP are role models in the military society. They must demonstrate leadership traits in order to gain respect and cooperation from the military community.

Resident MP training is conducted at Fort McClellan, Ala. The course consists of two phases and requires 16 weeks to complete.

There are four levels in these two phases: Level I - Individual survivability skills; Level II - MP individual combat skills; Level III - MP team-type skills, and Level IV - Law and order.

Students receive 179 hours of training in combat and combat support operations, and more than 100 hours in law enforcement.

The soldierization process begins with Phase I. For the first seven weeks, new recruits learn individual

survival skills and basic combat skills, which are stressed throughout the entire course.

In Phase II, soldiers learn the individual team-type skills needed to perform in a combat support role as well as law enforcement.

During Phase II, students learn 31 tasks that reinforce and build upon the combat and combat support tasks already learned.

In Level II students are taught how to provide rear area protection on the battlefield. They are taught to determine the size and intent of enemy threat; how to delay and disrupt the enemy's progress and how to request and assist a tactical force to defeat the enemy.

This level also includes 28 hours of weapons training, where students are taught to disassemble, assemble and

perform operator maintenance on the .45 caliber pistol, .38 caliber revolver, and the M60 machine gun. They must then qualify with the appropriate weapon.

Upon completion of weapons training, students are taught communications, first aid and skills that support the nuclear, biological, and chemical surveillance mission. They are also given tactical vehicle training in which basic driving maneuvers and operator maintenance are stressed.

Level III instruction teaches students MP team-type skills. They learn to use teamwork when handling civil disturbances and other MP operations. This includes Military Operations in Urban Terrain (MOUT) and nuclear physical security training where students are taught to control the entrance of a restricted area.

Similar to infantry, MPs undergo MOUT training to prepare them for conflicts in the city. They must learn how to fight from building to building because of the possibility that the next battle may be in an urban environment.

During the 12th week a field training exercise ties together everything the student has learned. Using the three-man concept, students learn 20 new primary tasks, and 50 of the tasks previously taught are reinforced.

Students must be able to take the proper actions to complete each task. In the first of four simulated incidents, students must conduct an area reconnaissance and locate a downed aircraft which was carrying a sensitive cargo.

Chemical warfare is an ever present threat on today's modern battlefield and MP students learn the use of chemical detection devices.

In another situation, students are given the mission of escorting a convoy on a simulated battlefield. While enroute, the convoy is ambushed and students must use the immediate reaction drills they have learned to neutralize the ambush and continue with their mission.

After the exercise, students enter the final level of training, law and order.

This level of instruction introduces the students to law enforcement. During this training, students are taught such fundamentals as determining cause for lawful apprehension, use of deadly force, legal advisement of rights, search and seizure and self-defense.

Other law enforcement duties such as recording information, processing evidence, and enforcing traffic laws finalize the law enforcement training.

When soldiers graduate from the basic MP course, they have been trained to provide combat support and perform their duties in law enforcement.

The career management field for law enforcement may include specialized training in the areas of patrol dog handling, physical security, and corrections. After initial entry training, a new MP can be assigned anywhere in the world.

MPs are soldiers that are "of the troops" for they are an integral part of the Army's fighting team. They are "for the troops" because they assist and protect their fellow soldiers and family members.



Urban warfare or Military Operations in Urban Terrain (MOUT) is another subject Military Police must master before they can wear the crossed pistols of the MP Corps.



**MOS
95B**



FLARE



Military Police

